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ABSTRACT

Education in New Zealand is the topic of this publication. The following topics are discussed: the country and the people, the basic system, preschool education, primary education, secondary education, Maori and Island education, special education, tertiary education, teacher education, continuing education, educational organizations, and recent developments. Education in New Zealand begins with optional attendance at one of two types of preschool institutions: play centers and kindergartens. Primary schooling consists of eight years. There are five levels or grades of secondary education. Pupils must remain in school until the age of 15, which means that most pupils receive at least two years of secondary education. Tertiary educational institutions include technical institutes, community colleges, teachers colleges, universities, and one university-level College of Agriculture. While all these types of institutions are considered "tertiary" from the administrative point of view, this term does not mean that a student must complete the full five years of secondary education in order to be admitted. For example, students may enroll in technical institutes and community colleges upon completing two years of secondary education. State run schools at primary and secondary levels are free. Partial financial assistance to private schools is provided by the state. Many study grants are provided to students for tertiary education. (Author/RM)

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# The Educational System of New Zealand

EDUCATION AROUND THE WORLD.

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U.S. DEPARTMENT OF EDUCATION
T. H. Bell, Secretary of Education

This report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or, subsequently, of the Department of Education, and no official endorsement should be inferred.

In its more than a century of service to American education—from its establishment in 1867 to its absorption into the new Department of Education in 1980—the U.S. Office of Education produced a large number and wide variety of useful reports on education in other countries, over 60 in the period 1968 to 1980 alone. These reports served the American education profession and the national interest well. The present publication is the last whose preparation was completed under USOE auspices, before the Department of Education was established in May 1980. The Department inherits a proud tradition of the study of education in other countries.

May 2, 1980

Robert Leestma

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## THE COUNTRY AND THE PEOPLE

**Official Name:** New Zealand.

**Location:** Southwest Pacific Ocean, approximately 960 miles southeast of Australia.

**Size:** 103,736 square miles.

**Main Subdivisions:** Two main islands, North Island and South Island, plus Stewart Island and the Chatham Islands.

**Official Language:** English.

**Population:** 3,144,100 (1979).

**People:** Predominantly of European origin. Approximately 8 percent of the population is Maori, a Polynesian people who settled New Zealand centuries before the Europeans. There are also significant numbers of immigrants from various Pacific islands, particularly in the Auckland metropolitan area.

**Literacy Rate:** Approximately 97 percent.

**Type of Government:** Parliamentary democracy. Member of the British Commonwealth of Nations.

**Religion:** About 80 percent Christian, including 15 percent Roman Catholic.

## THE BASIC SYSTEM

### Historical Background

Western-style education was introduced into New Zealand in the early 1800's as part of missionary attempts to convert the indigenous Maori population to Christianity. European settlement in New Zealand, however, was sparse before 1840, when a large number of Maori chiefs signed the Treaty of Waitangi, thereby ceding all governing rights to the British sovereign. British settlement grew more rapidly thereafter. A number of settlements were established in both the North and South Islands, and various arrangements for education were made in each. Some schools were operated at public expense, some privately, and still others by religious denominations.

The New Zealand Constitution Act, passed by the British Parliament in 1852 and implemented in the following year, divided the colony into six Provinces, each with a legislative assembly. The Act also established a central General Assembly, composed of a Legislative Council and a House of Representatives. The provincial legislatures convened prior to the first meeting of the General Assembly and assumed control over education in their respective Provinces, thereby setting the stage for much subsequent debate over the control of education between central and local authorities. Educational practices came to vary from one Province to another, and economic differences among the Provinces resulted in differences in the educational opportunities available to children in different parts of the colony.

The Constitution Act vested responsibility for educating Maori children exclusively in the hands of the central Colonial Department of Native Affairs, and thus not in the control of the Provinces. The education provided for Maoris was designed to promote their assimilation into the growing European society.

Provincial legislatures were abolished in 1875, and in 1877 the General Assembly passed the Education Act, which instituted a national system of free, secular, and compulsory elementary education. The basic framework of education provided by this Act is still largely in force today. The Act established a central Department of Education with policymaking powers over the entire state system. Reflecting the political differences between the old Provinces and the central administration, the Act also provided for regional education boards to control the daily operations of schools in their districts. Education was made compulsory for all European children between the ages of 7 and 13.

Secondary schools remained under the control of independent local secondary school boards, with the exception of District High Schools, which had been created by the Department of Education by adding secondary departments to certain rural state primary schools. The central Department gradually gained regulatory control over these local secondary school boards during the first three decades of the 20th century, although each board still has considerable power. This early division of control of primary and secondary education has been reflected until very recently by an administrative division within the Department of Education between primary and secondary services.

Educational centralization was furthered by establishment of a system of nationally administered external examinations for primary and secondary pupils and by transfer of control over the School Inspectorate, which was charged with inspecting schools and grading teachers, from the district boards to the central Department in 1914. The external final examination for primary pupils, the Proficiency Examination, was abolished in 1936, though national examinations for secondary pupils are still held today at the fifth, sixth, and seventh forms. The school-leaving age was raised to 15 in 1944.

Administration of Maori schools was transferred from the Colonial Department of Native Affairs to the Department of Education in 1879. Maori parents were free to send their children to non-Maori schools if they wished, though the compulsory provisions of the Education Act were not extended to Maoris until 1903. By the 1950's, most Maori children were attending regular public schools, and by 1969 all separate Maori schools had been brought under the control of the education boards.

Since World War II, New Zealand has experienced a growing influx of people from the island nations and territories of the South Pacific. Coming from a cul-

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tural background that is often different from both the European and the Maori segments of the population and often lacking English language skills, the children of these immigrants pose new challenges for the schools.

A major inquiry into the state of education in the country, commissioned by the Government in the early 1960's, resulted in passage of the Education Act of 1964. While including a number of important provisions, this act maintained the same basic educational structure.

Though the first university was established in Dunedin in 1869 by an ordinance of the Provincial Council of Otago, university education was carried out under a federated University of New Zealand from 1870 until 1961. In the latter year, the constituent colleges of the federated University became autonomous universities, of which there are now six. The first teacher-training institution was also established in Dunedin in 1876.

**Structure**

Education in New Zealand begins with optional attendance at one of two types of preschool institutions: play centers and kindergartens. These preschools accept children between 3 and 5 years of age. Attendance at primary school is not compulsory until age 6. It is customary, however, for most children to be enrolled on their 5th birthday in one of the several types of schools offering primary education. This means that children may begin their formal education at anytime during the school year.

Primary schooling consists of 8 years: 2 junior years, standards 1–4, and forms 1–2 (see chart). Most children are enrolled either in a state or private full primary school, where they may remain the entire 8 years of their primary education, or in a state contributing primary school, which takes them through standard 4. After completing standard 4, pupils from contributing primary schools may enroll in form 1 of either an intermediate school, a form 1–7 school, a reorganized district high school, or an area school. Some children in rural areas undertake their primary schooling in the primary departments of reorganized district high schools or area schools. Until March 1980, there were also district high schools.

Secondary schooling begins with form 3, which usually constitutes the pupil's 9th year of schooling. The average age of pupils entering form 3 is 13. Pupils must remain in school until the age of 15, which means that most pupils receive at least 2 years of secondary education. There are five levels or grades of secondary education, running from form 3 through form 7, so that students complete their full secondary education at 17 or 18 years of age. All adolescents are entitled to continue their free secondary education until age 19.

Secondary education is carried out in a variety of types of schools. State (public) and private form 3–7 schools draw the bulk of their pupils from the full primary schools and from the intermediate schools. Other types of secondary schools include form 1–7 schools, reorganized district high schools, and area schools. Until early in 1980, there were also district high schools, which drew most of their pupils from their own second forms. District high schools differed from reorganized district high schools and area schools in that they drew their form 1 pupils only from their own fourth standards, and not from a group of contributing primary schools as well. Area schools and reorganized district high schools are identical except that area schools are newly established schools, while reorganized district high schools, as their name indicates, were set up around what were formerly district high schools. Generally, pupils who have completed form 2 in any type of primary schools are entitled to enter form 3 in any type of secondary school. Although there are 40 private form 3–7 schools (including some Catholic ones), and 60 form 1–7 schools are operated by the Catholic Church, the 295 remaining secondary schools are public (state-operated).

Correspondence education in remote regions is provided by the Department of Education's correspondence school, which operates programs at preschool, primary, and secondary levels. Physically and mentally handicapped children are educated when possible in ordinary schools, which can draw upon a range of ancillary special services provided by the Department. The Department also runs specialized institutions for the severely handicapped.

Tertiary educational institutions include technical institutes, community colleges, teachers colleges, universities, and one university-level College of Agriculture. Correspondence education at the tertiary level is offered by universities, by the Technical Correspondence Institute, and by the Advanced Studies for Teachers (AST) unit of the Correspondence School. The range of programs offered in these institutions includes everything from apprenticeship training in the technical institutions to postdoctoral research in the universities.

While all these types of institutions are considered "tertiary" from the administrative point of view, this term does not mean that a student must complete the full 5 years of secondary education in order to be ad-



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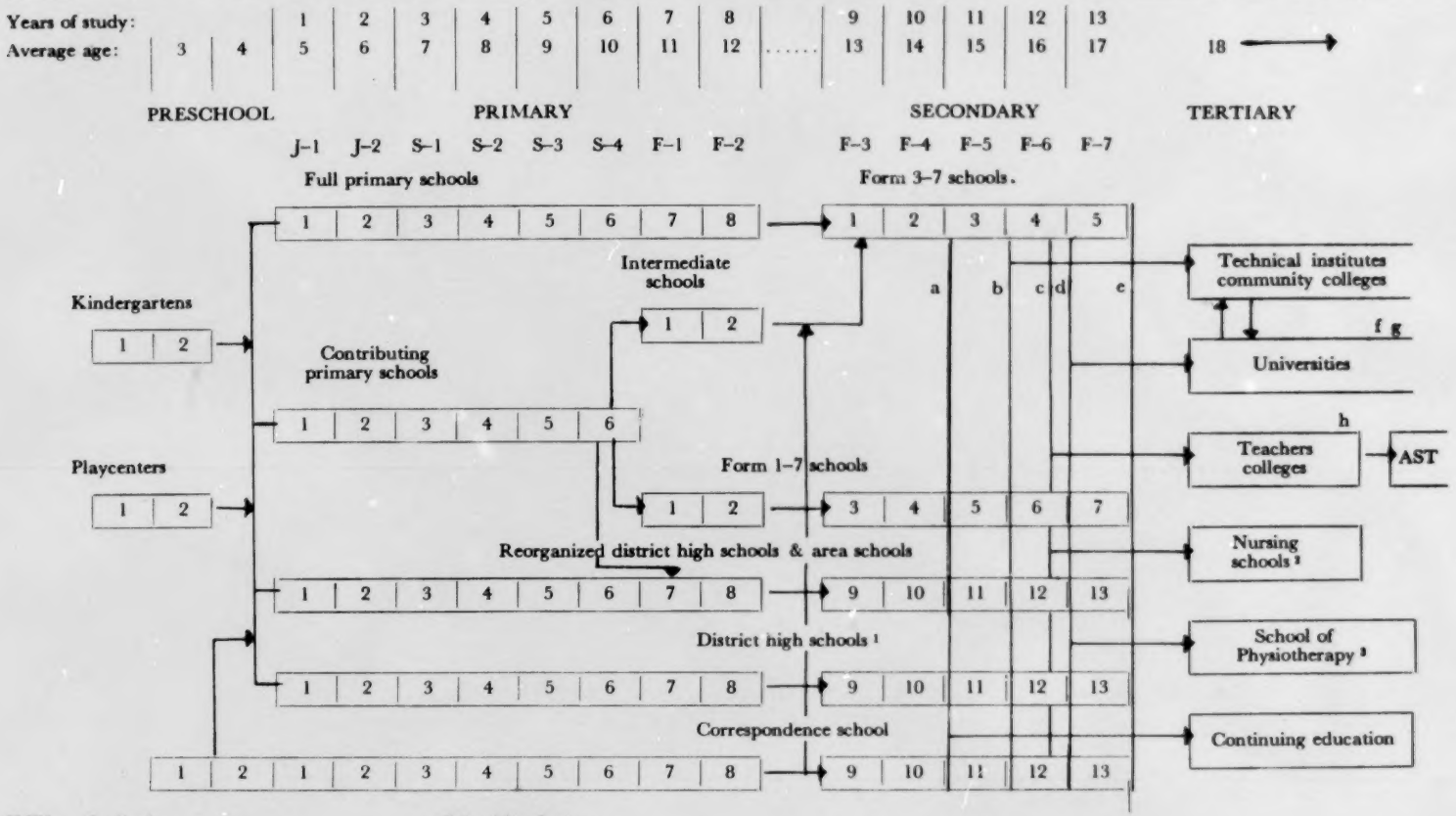
## The basic educational structure of New Zealand: 1980




KEY: J = Junior
S = Standard
F = Form
AST = Advanced Study for Teachers

a = School-leaving age
b = School Certificate
c = Sixth Form Certificate
d = University Entrance
e = Higher School Certificate
f = "Pass" Bachelor's Degree
g = "Honors" Bachelor's Degree
h = Teachers College Diploma

Source: Adapted from: Ain A. McLaren. *Education in a Small Democracy: New Zealand*. London: Routledge & Kegan Paul, 1974. P. 109.

[1] Until Mar. 18, 1980.

[2] Nursing is now offered in technical institutes.

[3] Now under the control of the Otago Polytechnical Institute.

mitted or that the courses offered in all institutions are at the university level.

Students may enroll in technical institutes and community colleges upon completing 2 years of secondary education (i.e., after finishing form 4), though many specialized programs in these institutions have additional entrance requirements. The Sixth Form Certificate, indicating satisfactory completion of the 4th year of secondary schooling, is the minimum entry requirement at teachers colleges, although a majority of students entering teachers colleges have also gained "University Entrance." This term refers to the minimum requirement for admission to a university and the Lincoln College of Agriculture. This qualification may be gained in one of two ways. The pupil may either take and pass the University Entrance Examination, or he may be recommended by his secondary school as being capable of pursuing university study (a process known as "accreditation" in New Zealand). A pupil who has achieved University Entrance in either of these two ways is awarded a certificate indicating this fact by the Universities Entrance Board, which functions under the Universities Act of 1961. University Entrance is usually gained at the end of the sixth form year (i.e., after 4 of the 5 years of secondary education).

Most pupils planning to attend a university remain at school for a final seventh form year even after achieving University Entrance, although seventh forms are not restricted to students preparing for university study.

The minimum time required to achieve an ordinary or "Pass" bachelor's degree in the universities or to complete a teacher-training program in the teachers colleges is 3 years. "Honors" bachelor's degrees require 4 years of study. Master's degrees usually require at least 2 years of study and research beyond the ordinary bachelor's level, and doctoral degrees require a minimum of 2 years of independent research beyond the master's degree. The length of time required for study in the various professional fields is as follows: Medicine, 6 years; dentistry, 5 years; law, 4 years; engineering, 4 years; theology, 3 or 4 years; commerce (business), 3 years; and nursing, occupational therapy, physiotherapy, and pharmacy, 3 years. The length of time required to complete programs in technical fields varies considerably.

Continuing education is offered by day and evening classes in many secondary schools, by the Correspondence School, by courses offered through university departments of extension, by technical institutes and community colleges, and by several independent agencies.

**Legal Basis**

Most levels and types of education in New Zealand operate under the provisions of the Education Act of 1964 and its amendments. Significant aspects of technical education are governed by the Apprenticeship Act of 1948 and the Technicians Certification Act of 1958. Significant amendments to the Education Act of 1964 are to go before Parliament's 1980 session.

Universities are self-governing. The Universities Act of 1961 abolished the University of New Zealand, which had been a federated university composed of four constituent "colleges" located in the four largest cities of the country. In conjunction with that act, four acts of establishment conferred independent university status upon each of these four colleges. Since 1961, two new universities have been established by the House of Representatives.

The Universities Act also set up the Universities Entrance Board, which conducts the University Entrance, Bursary, and Scholarship examinations and supervises the accrediting of pupils by secondary schools.

The third important provision of the Universities Act was to establish the University Grants Committee. This Committee consults with the various universities and advises the Government, through the Minister of Education, on university needs. It distributes money made available to it by the Government to the universities in the form of research grants and prepares recommendations on the size and distribution of the quinquennial grants that provide the bulk of all university incomes. These grants are subsequently determined by the Government and voted by the House of Representatives as part of the section of the budget devoted to education. The University Grants Committee also awards competitive scholarships to students studying for doctoral degrees.

**Administration**

Central administrative control of education is vested in the Department of Education, which, although under the direction of a Director-General, is responsible to the Minister of Education, who is a member of the Cabinet. The Department has broad responsibility for developing and administering nationwide educational policy, for planning the curriculum, and for maintaining national educational standards. The Department is the primary agency for disbursing educational funds voted by the House of Representatives, and it controls the building and equipping of schools and the certification of teachers. The Department also

issues syllabuses of instruction and numerous instructional materials and conducts the nationwide School Certificate examinations for secondary pupils at the fifth form level.

The Department directly administers the Correspondence School, various special schools, the psychological service, and other special services. In addition to the central offices of the Department in Wellington, there are regional offices located in Auckland, Wellington, and Christchurch. Each of these offices is under the direction of a Regional Superintendent responsible to the Director-General.

In 1977, a major reorganization of the administrative structure of the Department of Education was carried out. One of the most significant aspects of this reorganization was the elimination of separate administrative divisions dealing with primary and secondary education. The Department is now divided as follows to carry out its statutory functions: Finance, building, schools supervision, curriculum and resources development, Maori and Island education, special and advisory services, early childhood education, teacher education, continuing education, research and statistics, international education, personnel, and administration.

The country is divided into the following 10 primary education districts: Auckland, South Auckland, Taranaki, Wanganui, Hawke's Bay, Wellington, Nelson, Canterbury, Otago, and Southland. A new sub-district has recently been established in Gisborne. Each district is under the direction of an education board, which maintains, staffs, and controls the daily operations of all state (public) full and contributing primary schools, intermediate schools, reorganized district high schools, area schools, and certain form 1–7 schools in their districts. The employment of teachers in all these schools is controlled by the district board of education, though all teacher salaries are paid by the central Department in Wellington. Each state primary and intermediate school has a school committee elected by local residents. School committees are responsible for cleaning, heating, and minor maintenance of school buildings and premises, and for the use of school facilities outside school hours. School committees are responsible for determining whether or not religious instruction is taken in their respective schools, and all the committees in each education district are responsible for electing the members of the education board for that district, with the exception of the member of each board who represents the teachers of the district. School committees are subject to the general supervision of the district education board, which through the Department provides them with Government grants to carry out their responsibilities. With the exception of incidental funds that may be raised locally by exercises such as school fairs, all funds for state education are provided from the national level.

Immediate administrative control of form 3–7 state secondary schools, including staffing, is exercised by local boards of governors, with some boards controlling several schools in an area. As with the district education boards, these secondary school boards of governors control the employment of teachers, while teacher salaries are paid centrally from Wellington. The secondary school boards are constituted of representatives of parents, teachers, the district education board, and other local groups.

Schools in the Chatham Islands, which are an integral part of New Zealand, are administered directly by the Department of Education. The one primary school on Stewart Island is administered through the Southland Education Board; the island has no secondary schools.

The Department provides extensive educational assistance to schools in the Cook Islands, Tokelau Islands, and Niue Island. (Although the Cook Islands and Niue Island are self-governing nations "in free association with New Zealand," their citizens retain their New Zealand citizenship. The Tokelau Islands are a part of New Zealand and are administered by the Tokelau Islands administration.) The Department also provides advice and examination facilities for schools in the Pacific Islands (Fiji, Western Samoa, Tonga, Tuvalu, Cook Islands, and Niue Island) whose students take the New Zealand School Certificate Examination.

Private schools are administered by their own operating organizations, subject to the overall supervision and inspection of the Department of Education. The Catholic Church operates 73 percent of all private schools in New Zealand.[1] Most preschool institutions are administered by local independent associations.

The Private Schools Conditional Integration Act of 1975 allows private schools possessing a "special character" to negotiate individual agreements with the Department of Education whereby they may be integrated into the administrative and financial structure of state education while retaining their special character. Education with a special character is defined by this act as constituting "education within the framework of a particular or general religious or

[1] *Report of the Department of Education for the Period Ended 31 March 1977.* Wellington: Government Printer, 1977. P. 30.

philosophical belief, and associated with observances or traditions appropriate to that belief." [2] The Act deals with the employment of teachers and the dispensing of services at such schools and provides that "by enrolling a pupil at an integrated school the parent shall accept . . . that the pupil is to participate in the general school programme that gives the school its special character," but that the "school shall be responsive to the sensitivities of the pupils and parents . . . and shall not require any such pupils to participate in religious observances and religious instruction concerned with particular observances. . . ." [3]

Inspection of all state and private schools is carried out for the Department of Education by school inspectors. For primary schools, there are 11 inspection districts, corresponding to the 10 education board districts and one sub-district. Each inspection district is headed by a District Senior Inspector of Schools. There are also four District Senior Inspectors of secondary schools, stationed in each of the regional Departmental Offices with one also stationed in Hamilton. Inspection of area schools, form 1–7 schools, and reorganized district high schools in many cases is carried out by combined teams of primary and secondary inspectors. Much of the local administrative work of the Department of Education is carried out through the offices of the District Senior Inspectors. The Inspectorate is also responsible for standards of teaching and of pupil achievement, grading of primary teachers, and classification of secondary teachers.

Technical institutes, teachers colleges, and community colleges are governed by their own councils, under the general control of the Department of Education. Many aspects of vocational education are supervised by the Techicians Certification Authority and the Trades Certification Board (to be discussed later).

Universities are governed by their own councils, independent of Department control. Common admission standards to the universities are maintained by the Universities Entrance Board.

**Financing**

State-run schools at primary and secondary levels are free, with most costs borne by public funds. Parents are expected to pay for school uniforms (where required) and other incidental expenses. Preschool education is heavily subsidized by the Government Free kindergartens and recognized playcenters have their maintenance costs met in full and receive a substantial subsidy for buildings and equipment. Additional grants are also provided for administrative costs, and kindergarten teachers are trained and paid at Government expense.

Partial financial assistance to private schools is provided by the state in the form of textbooks and other classroom resources and payment of a percentage of teachers salaries (up to 50 percent of corresponding state salaries in 1976 [4]). Pupils attending private schools may receive scholarships and boarding and transportation allowances. Private schools that elect integration with the state system under the Private Schools Conditional Integration Act can be funded in full by the Department of Education, with the exception of such things as salaries for chaplains and capital costs. Integrated schools are entitled to appoint teachers within state staffing limits to provide religious instruction at public expense.

Tertiary education is financed in a number of ways. Teachers colleges, community colleges, and technical institutes receive their building and operating expenses through the Department of Education. Universities receive most of their income through the system of quinquennial awards, which they are at liberty to allocate internally as they see fit. Research grants are provided by the University Grants Committee. With the exception of student fees and income derived from bequests and endowments, all university finance ultimately is provided by the Government.

Students in tertiary institutions receive support in accordance with a grants system laid out in the Tertiary Assistance Grants Regulations of 1980. Most students in universities, community colleges, and technical institutes receive study grants. Study grants can be paid only to students enrolled for courses of a full year's duration. Hence, many students at technical institutes or community colleges enrolled for intensive "block" courses of several weeks' or months' duration are ineligible for support.

The basic study grant is $24 weekly. Students may apply for supplementary hardship grants of up to $17 for single students and $55 weekly for those with dependents. This level is assessed according to the resources, course-related expenses, living expenses, and family circumstances of individual applicants. Grants are continued only if satisfactory progress is made. There is a maximum total entitlement to 5 years' assistance. Study grants covering 75 percent of the tuition

[2] *Private Schools Conditional Integration Act, 1975, No. 129.* Sec. 2.
[3] Ibid. Secs. 30, 32.

[4] Department of Statistics. *New Zealand Official Yearbook 1979.* Wellington: Government Printer, 1979. P. 170.



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fees are available for both part-time and full-time study.

Tertiary study grants can be paid to university students studying for degrees and diplomas up to the master's level. Furthermore, students who at the end of the form 7 year pass the competitive University Bursary or University Scholarship examinations receive awards in addition to those of the regular assistance grants.

Doctoral study is not covered by the grant system. About one-third of doctoral students receive scholarships from the University Grants Committee, and many others receive support in the form of employment by their universities.

Students in teachers colleges may elect to be financed under the study grant system, but very few currently do so. Instead, most teacher trainees choose to be paid training grants by the Department of Education, which are higher than the tertiary study grant. Such teachers are bonded to the Department for a minimum teaching period that is equivalent, in most cases, to the number of years during which they underwent training. The system of financing tertiary students is currently being reviewed.

Government expenditure on education in the year ending March 31, 1980, amounted to NZ$1,009,293 (NZ$1.00=US$.97), which constituted, 13.6 percent of net Government expenditure in that year.[5] Although expenditure on education has increased steadily, the percentage of net Government expenditure devoted to education peaked at 17.8 percent in 1972 and has since declined.

In the year ending March 31, 1979, the most recent year for which complete figures are available, net expenditures on education were broken down as shown in table 1.

[5] *Report of the Department of Education for the period ended 31 March 1980.* Wellington: Government Printer, 1980. P. 41.

**Table 1.—Net expenditures on education, by level and type of expenditure: 1978–79**

[In Thousands]

| Level or type of expenditure | Amount | Percent of total |
|---|---|---|
| Total | NZ$929, 334 | 100. 0 |
| Administration and general | 14, 873 | 1. 6 |
| Preschool education | 13, 704 | 1. 5 |
| Primary and secondary education, total | 530, 908 | 57. 1 |
| Administration and support services | 40, 563 | 4. 4 |
| State primary education | 263, 364 | 28. 3 |
| State secondary education | 186, 595 | 20. 1 |
| Assistance to private schools | 24, 485 | 2. 6 |
| Integration of private schools | 3, 208 | 0. 3 |
| Special education | 12, 693 | 1. 4 |
| Tertiary education, total | 244, 651 | 26. 3 |
| University education | 135, 025 | 14. 5 |
| Teacher training: | | |
| Preservice | 50, 239 | 5. 4 |
| Inservice | 3, 141 | 0. 3 |
| Technical and community education | 56, 246 | 6. 1 |
| National library | 6, 403 | 0. 7 |
| Research | 1, 706 | 0. 2 |
| Education buildings, total | 117, 089 | 12. 6 |
| Primary and secondary schools | 78, 095 | 8. 4 |
| Universities | 24, 692 | 2. 7 |
| Teachers colleges | 3, 788 | 0. 4 |
| Technical institutes and community colleges | 10, 514 | 1. 1 |

Source: Supplied by the Department of Education, February 1980.

### Language of Instruction

English is the language of instruction at all levels of education. Instruction in the Maori language was offered as an elective in 171 secondary schools in 1978 and was taken by approximately 15,000 pupils.[6] Some Maori language and culture is also taught to about 250,000 primary school pupils in a program involving 40 itinerant teachers of Maori. In 1977, the Department of Education introduced a pilot bilingual program in which Maori is used as the language of instruction in two schools in the Bay of Plenty with the object of developing bilingual ability in Maori and English.

### Academic Calendar

The school year in New Zealand is divided into three terms. The year begins in late January or early February and continues through mid-December. There are vacations of 2 to 3 weeks' duration in May, between the first and second terms, and in August, between the second and third. There is also a short break at Easter. Schools are closed on Saturdays, Sundays, and national holidays. Teachers colleges, community colleges, and technical institutes follow a calendar similar to that of the schools. The university year begins about 1 month later than that of the schools, and teaching concludes in mid-October, followed by examinations. Many specialized courses, particularly in technical institutes, are taught in intensive "blocks" of several weeks' duration.

### Grading System

A comprehensive record is accumulated for each pupil during his or her schooling. Primary pupils' achievement in each subject studied is assessed on a five-point scale. The teacher making the assessment is expected to judge the pupil on the basis of his or her general experience of children of the same age, and on the principle that out of a representative group of 100 such children, 5 would receive the top rating of "one," 20 would receive a rating of "two," 50 a rating of "three," 20 a rating of "four," and 5 would receive the bottom rating of "five." Personal characteristics such as stability, cooperation, independence, perseverance, and social adjustment are assessed on a scale of A through E. This record system is at present under review. Secondary pupils ordinarily receive percentage grades for each subject as well as character assessments. Letter and percentage grades are used in the national examinations and in tertiary institutions, when appropriate.

[6] Figures were supplied by the New Zealand Department of Education in 1980.

**Table 2.—Number of students, by level or type of school: 1979**

| Level or type of school | Students |
|---|---|
| *Total* | 995, 455 |
| Preschool | |
| *Total* | 56, 360 |
| Playcenters | 17, 765 |
| Kindergartens | 38, 595 |
| Primary | |
| *Total* | 517, 190 |
| State primary schools [1] | 387, 118 |
| Intermediate schools | 73, 258 |
| Forms 1 and 2 at form 1–7 schools | 5, 946 |
| Chatham Islands schools | 169 |
| Correspondence School | 1, 654 |
| Department special schools | 363 |
| Department of Social Welfare Schools | 118 |
| Royal New Zealand Foundation for the Blind | 88 |
| Private full primary schools | 48, 476 |
| Secondary | |
| *Total* | 230, 128 |
| State secondary schools [2] | 193, 860 |
| District high, reorganized district high, and area schools | 2, 747 |
| Correspondence School | 912 |
| Department special schools | 250 |
| Department of Social Welfare schools | 355 |
| Private secondary schools | 32, 004 |
| Technical | |
| *Total* | 136, 769 |
| Technical Correspondence Institute | 29, 415 |
| Other technical institutes | |
| Full-time students | 6, 286 |
| Part-time students | 38, 755 |
| Technical classes at other institutions | |
| Part-time students | 62, 313 |
| Teachers colleges | 5, 820 |
| University-level institutions | |
| *Total* | 49, 188 |
| Full-time internal students | 29, 894 |
| Part-time internal students | 12, 644 |
| Extra-mural students | 6, 612 |
| Agricultural and medical short courses [3] | 38 |

[1] All primary level classes, year 1–8, except those in the intermediate and form 1–7 schools.

[2] All form 3–7 schools and all the secondary-level forms 3–7 at form 1–7 schools.

[3] Short-term specialized and refresher courses in the agricultural and medical schools.

Source: Department of Education. *Report of the Department of Education for the Period Ended 31 March 1980.* Wellington: Government Printer, 1980. P. 43.

## PRESCHOOL EDUCATION

Most Government-supported preschoo. education is provided through local affiliates of two independent national organizations, the New Zealand Free Kindergarten Union and the New Zealand Playcentre Federation. In recent years, the range of services has been diversified by establishment of privately operated centers, centers affiliated to the New Zealand Association of Child Care Centres, mobile units and itinerant teachers, preschool classes in primary schools, community preschool workers, family play groups, groups for handicapped children, and a correspondence school service that caters to isolated and handicapped children. Toy libraries of various sorts provide support to specified families and small groups.

For the year ended March 31, 1980, approximately 68 percent of all 3- and 4-year-old children were enrolled in some form of recognized preschool service.[7] (Enrollments for 1979 are given in table 2.) All children now have the opportunity to attend a preschool service before entering primary school at the age of 5. The period of enrollment in a preschool center varies considerably according to the wishes of parents and the type of service most readily available. Most children attend on a half-day session basis that varies from 5 sessions to 1 session per week. The period of enrollment is seldom less than 9 months and can be as long as 2½ years. Group sizes vary from 5 children up to 60 in a few cases, but staff-child ratios are never higher than 1:20. Parent participation is strongly encouraged, primarily to provide continuity with the home, but also to give higher adult-child ratio.

Preschool centers aim to promote children's social, emotional, intellectual, and physical growth in a setting that extends learning begun in the home. Most centers provide a range of experiences with teachers, parents or other adults, other children, selected equipment, and materials to promote the all-around development of the children. Activities include construction, sand and water play, painting, modeling, mus'c and movement, and social dramatic play. Books and storyreading and storytelling are featured, and extensive use is made of visits outside the center to provide further experiences on which to base concept and language development.

## PRIMARY EDUCATION

Primary education is compulsory for all children beginning at 6 years of age. Most children spend an average of 8 years in primary classes in a variety of types of schools offering primary education. Since children customarily enter the junior classes of a primary school on their 5th birthday, their schooling can commence at any point during the school year. If a child enters school late in the academic year, unless his progress is very exceptional he will normally complete that year plus an additional 2 full years in the junior classes. If his birthday falls early in the academic year, however, and if his progress is good, he will probably be advanced to standard 1 after spending the rest of his 1st and all of his 2d year of school in the junior classes. The few children who do not enter school until they reach age 6 are enrolled in the 1st year junior class and are dealt with thereafter in the same fashion as children entering at age 5.

Children generally move to standard 1 at the start of a new school year, and from this point on almost all children progress automatically to the next level each year. The junior classes and standards 1 and 2 are known collectively as the junior division of a primary school.

Much interest has been shown in recent years in open plan teaching at the primary level. An open plan unit is a class in which little formal teaching of the class as a whole occurs, which occupies extended space sometimes provided by removing classroom walls, and which possesses a diversity of equipment allowing pupils to pursue their own interests. In 1975, approximately 3.5 percent of all primary pupils were taught in open plan units, with nearly half these children in classes below the standard 1 level.[8] The increasing number of primary pupils being taught in open plan units and the debate on this form of education led the Department of Education to establish a committee to report concerning it to the Director-General. The resultant research and subsequent recommendations are reported fully in "Report on Open Plan Education in New Zealand Primary Schools," published by the Department in 1977.

Primary school children have been subjected to no standardized national examinations since abolition in

[7] Ibid.

[8] Research and Statistics Unit. *Bulletin No. 4, 1977*. Wellington: Department of Education, 1977. P. 19.

1936 of the Primary School Proficiency Examination, which had been taken at the end of form 2. The Department of Education determines the required curriculum, which includes oral and written English language, mathematics, social studies, general science, arts and crafts, physical and health education, and music. Beyond the required curriculum, schools and teachers may include topics of their own choosing. French is offered for some pupils in forms 1 and 2. Most schools devote some attention to Maori culture (*Maoritanga*), and itinerant specialists in various curriculum subjects are available to aid teachers, with special provision for rural schools and the junior class years.

Private primary schools follow the same basic curriculum as the state schools, with the major exception of religious instruction in church-related schools. The 1964 Education Act provides for voluntary attendance at religious instruction programs or religious observances within state primary schools. While nationwide figures are not available to indicate the number of schools taking advantage of this provision, local surveys suggest that a majority of state primary schools in some districts undertake some form of religious instruction or observance.

All state primary schools are coeducational, while a majority of private primary schools teach boys and girls separately.

Intermediate schools, which are administered and staffed as part of the primary system, are similar in some respects to American junior high schools. The first of these schools was established in New Zealand in 1922. In 1979 there were 145 intermediate schools serving 73,258 pupils in forms 1 and 2.[9] Intermediate schools are intended to ease the transition from primary to secondary school, to gain the advantages of bringing together a large group of children over a relatively narrow age range, to provide specialist teaching and facilities, to allow a greater range of options and ability groupings, and to make maximum use of resources that are often unavailable in 8-year primary schools.

## SECONDARY EDUCATION

Secondary education in New Zealand evolved within a context of debate between egalitarianism and elitism in education, with egalitarian values generally prevailing. Secondary schools initially catered only to students preparing either for university study or for the professions. Since the school-leaving age was raised from 13 to 15 in 1944, however, virtually all adolescents receive some secondary education. Of the 58,725 pupils leaving school in 1976, 98.7 percent had attended secondary school for at least 2 years, 88.7 percent for at least 3 years, and 59.3 percent for 4 years or more.[10]

There are many different types of institutions offering secondary education. These include secondary schools with only forms 3–7; form 1–7 schools, which accept pupils from a number of contributing primary schools; area schools, which draw pupils at form 1 level from contributing primary schools as well as from their own primary departments and provide education from junior classes through form 7; and private secondary schools, some of which also offer primary education. Approximately one-quarter of the form 3–7 state secondary schools are single-sex schools, as are most private secondary schools. All other types of secondary schooling are coeducational.

Secondary education has grown rapidly since 1945. In that year there was a total of 47,872 secondary pupils in 248 schools of various types, including 10,865 pupils in 23 technical high schools. Technical education has since been transferred to the tertiary sector, and technical high schools as such no longer exist. In 1977, there was a total of 235,043 secondary pupils attending 395 schools. The growth in public secondary education is best reflected in figures that show that in 1945 there were only 39 form 3–7 state secondary schools enrolling 17,617 pupils, while in 1978 there were 256 such schools with a combined enrollment of 198,467.[11]

The problem of providing adequate education to children in sparsely populated rural districts—always keenly felt in New Zealand—has increased as secondary schooling has been accepted as a desirable part of every child's general education. The difficulties associated with providing trained staff and adequate facilities in schools with very few secondary pupils have resulted in a policy of consolidating such small schools into larger institutions wherever possible. Hence area

[9] *Report of the Department of Education for the Period Ended March 31, 1980*. Loc. cit. Pp. 43, 45.

[10] Figures derived from: Department of Statistics. *New Zealand Official Yearbook 1979*. Loc. cit. p. 181.

[11] Figures supplied by the New Zealand Department of Education in 1980.

schools, form 1–7 schools, and reorganized district high schools are currently the favored means of providing secondary education in rural regions. Because consolidating schools often means that pupils must travel greater distances, transportation facilities are provided and, where these do not suffice, boarding allowances are paid to pupils living away from home to enable them to attend school. The Correspondence School also provides a secondary school service for rural pupils.

Entrance into secondary schooling is nonselective, being open to any pupil who has either completed a year's work in form 2 or reached the age of 14. Free secondary schooling is available to all until age 19. All schools provide a core curriculum in the first 3 years, consisting of English, social studies, general science, mathematics, music, arts and crafts, and physical education. The core subjects together are required to claim at least half of the pupils' classroom hours. A wide range of optional subjects is also available, based upon examination prescriptions or the needs of students in a particular school.

Most pupils completing form 5 take individual School Certificate subject examinations. Before 1968, pupils needed to obtain combined passes in English and three other subject examinations to qualify for the School Certificate. There is now no single School Certificate award. Passes are granted in individual subjects, and English is no longer required. School Certificate English, however, is often a condition of entry into more advanced classes. In 1978, a total of 81,948 pupils entered for one or more subjects in the School Certificate examinations, and of these 57,767 received at least one pass.[12]

While new subjects are often added to the list of offerings for the School Certificate and existing ones deleted, the range of offerings available is indicated by the following list of subjects for 1979–80: English, French, French (audio/lingual), German, German (audio/lingual), Japanese, Latin, Latin studies, Maori, Russian, Indonesian, Spanish, mathematics (ordinary), mathematics (alternative), science, biology, human biology, chemistry, physics, electricity, art, drawing/design, music, technical drawing, engineering workshop, woodwork, applied mathematics, home economics, clothing/textiles, commercial practice, bookkeeping, shorthand, typing, typewriting, general agriculture, animal husbandry, horticulture, history, and geography.[13]

There has been a gradual increase in the number of subjects in which School Certificate passes can be gained through internal assessment by schools without a national examination. These subjects include some for which there are only a small number of candidates and others that involve new prescriptions. In order to maintain nationwide standards, internally assessed School Certificate passes are subject to national moderation, a process in which the Department of Education audits a sampling of papers in each subject throughout the country.

Entrance to form 6 is at the discretion of the school. There are no core requirements at this stage, and pupils study a range of elective subjects. Before 1944, all students wishing to gain the University Entrance qualification took the national University Entrance examinations at the end of form 6. Since 1944, this qualification has been gained by the majority of sixth form pupils through "accreditation" (discussed earlier) by their schools, although the examinations may still be taken by those not accredited. The examinations are given in individual subjects, and a point system is used to determine overall passes. A similar system, based upon school grades, is used by schools when evaluating students for accreditation. For pupils not advancing to university, the University Entrance qualification is often useful in obtaining employment.

In 1977, 30,085 pupils were candidates for University Entrance. Of these, 14,045 were accredited and 3,577 passed the examination.[14] In 1976, a total of 18,634 University Entrance "passes" were awarded.[15] All pupils who perform satisfactorily according to prescribed standards in four sixth form subjects are awarded a Sixth Form Certificate by their schools, on behalf of the Department of Education.

Pupils achieving University Entrance may attend a university after completing form 6. Most of those planning to attend university, however, remain in school for a final form 7 year. Seventh form pupils pursue advanced studies and at the end of the year may take the University Bursary or University Scholarship examinations in individual subjects. Combined passes in these examinations, determined in accordance with a system similar to that used in the University Entrance

[12] These estimated figures were supplied by the New Zealand Department of Education in 1980.

[13] This list was supplied by the New Zealand Department of Education in 1980.

[14] Department of Statistics. *New Zealand Official Yearbook 1979*. Wellington: Government Printer, 1979. P. 177.

[15] These figures were supplied by the New Zealand Department of Education in 1980.

examinations, provide supplementary financial allowances for university study. These allowances are in addition to the regular study grants received by most tertiary students. In 1974, 3,730 university bursaries were awarded on the basis of examinations taken by 6,330 candidates, and 139 university scholarships were awarded out of 1,173 candidates taking the examinations.[16] In 1978, a total of 4,693 bursaries and 182 scholarships were awarded.[17]

Pupils who complete a satisfactory year's work in form 7 are awarded a Higher School Certificate by their schools. In 1978, a total of 20,913 pupils left secondary schooling without having obtained any formal certification credentials.[18]

## MAORI AND ISLAND EDUCATION

### The Maoris

The Maori population, which is concentrated in the North Island, resided primarily in rural regions before World War II. The 1936 census indicated that about 90 percent of all Maori people lived in rural districts, where their traditional culture was able to survive more readily than in cities. Children growing up in these districts often learned Maori as their first language, and they were not thoroughly accustomed to European life-styles. This contributed to a generally lower level of educational achievement among Maoris than among the rest of the population. In 1936, only about 8 percent of Maori children of the appropriate ages were receiving any secondary schooling.[19]

Three factors contributed to increasing the proportion of 13- to 15-year-old Maori children attending secondary schools to virtually 100 percent at the present time. The first of these was abolition of the Primary School Proficiency Examination. The second was raising the school leaving age to 15 in 1944. Together, these meant that children who had completed their primary education were entitled—and indeed compelled—to proceed to secondary school regardless of their level of academic attainment or their English language abilities. The third factor was the movement of the Maori population to the cities following the Second World War. By 1976, nearly 76 percent of all Maoris were living in urban areas, and secondary education had become far more important as a means of getting a job in the urban environment.[20] Despite increased attendance at secondary schools, however, the proportion of Maori pupils achieving higher qualifications remains lower than that of pupils of European derivation. There has, however, been a significant increase in the number of Maori pupils remaining in school beyond the minimum leaving age. Whereas in 1966 only 11 percent of all Maori pupils advanced to form 6, 31 percent did so by 1976.[21] As stated earlier, separate schools for Maori had been phased out by 1968.

The early policy of using the schools to assimilate the Maori population into European patterns of living has been modified. Most primary schools now introduce some aspects of traditional Maori culture (*Maoritanga*) to all pupils. Courses and projects in Maori Language and Studies have been introduced in many secondary schools. The Department of Education publishes a growing range of instructional materials for Maori Studies and currently maintains 40 itinerant teachers of Maori Studies who divide their time among 250 primary schools. Special staffing allowances are made to schools with large enrollments of Maori and Pacific Island pupils. The Department has instituted programs in Maori Studies as part of teacher-training courses, and there are programs dealing with various aspects of Maori culture at many tertiary institutions.

The Maori Education Foundation, established in 1961, provides scholarships to enable Maori pupils to remain in school and has been instrumental in promoting the growth of preschool facilities for Maori children. There are also a number of private schools emphasizing education for Maori pupils.

### Pacific Islanders

Living predominantly in the main urban areas of the North Island, the children of Pacific Islanders in New Zealand face educational difficulties often similar

[16] Department of Statistics. *New Zealand Official Yearbook 1976*. Wellington: Government Printer, 1976. P. 199.

[17] These estimated figures were supplied by the New Zealand Department of Education in 1980.

[18] Ibid.

[19] Department of Statistics. *New Zealand Official Yearbook 1976*. Loc. cit. P. 69. Also G. V. Butterworth. "Highpoint and Hiatus. The Changing Social and Political Background of Maori Society," in *Polynesian and Pakeha in New Zealand Education* (2 vols.). Ed. by Douglas Bray and Clement Hill. Auckland: Heinemann Educational Books, 1973. Vol. I, p. 11.

[20] Department of Statistics. *New Zealand Official Yearbook 1979*. Loc. cit. P. 65.

[21] Department of Statistics, *New Zealand Official Yearbook 1976*. Loc. cit, P. 203.

to those of the Maoris. A national working party met in 1974 to consider the education of these children. A Pacific Islanders Educational Resource Center was established in 1976, and two language reception units providing special language programs for primary and secondary pupils have been set up. Attention to Pacific Island cultures is being expanded in the primary schools, and a diploma course in the Teaching of English as a Second Language has been established at Victoria University of Wellington, to aid in teaching English to Pacific Island children and their parents. A training course has been developed to allow Pacific Island teachers trained in the Pacific to become fully certified to teach in New Zealand schools. The Pacific Islands Polynesian Education Foundation produces materials in Pacific Island languages and provides an increasing number of secondary and tertiary scholarships.

Through its Office of Islands Education, the Department of Education provides teachers, vernacular textbooks, and teaching equipment to schools in the Cook Islands, Niue, and the Tokelau Islands. The South Pacific Commission, of which New Zealand is a member, operates educational and vocational training programs in New Zealand and other South Pacific countries for selected students from the region.

## SPECIAL EDUCATION

Wherever possible, children with educational handicaps are educated in ordinary schools, which can draw upon a range of special education and guidance services provided by the Department. When help of this kind proves insufficient, a child may be placed in a special class attached to an ordinary school or in a school with a teacher providing a resource room program. Separate day or residential schools are provided only for those comparatively few children whose handicaps are such that they cannot receive a suitable education within the environment of an ordinary school.

The Department administers six special residential schools, two each for deaf, backward, and maladjusted pupils. One residential school for blind, deaf/blind, and partially sighted pupils is administered by the Royal New Zealand Foundation for the Blind.

Special schools run by education boards are provided for intellectually handicapped and some physically handicapped pupils, in health camps and psychiatric hospitals. The Department also provides schools in Department of Social Welfare institutions where children are in residence.

Special classes, resource centers, and clinics are provided in ordinary schools for deaf, visually handicapped, backward, physically handicapped, and maladjusted pupils. Speech handicapped children attend speech clinics and reading clinics, and itinerant teaching services are made available for children with severe reading difficulties. Other special education and guidance services include the prison education service, the visiting teacher service, the psychological service, guidance counseling services in secondary schools, and the hearing assessment and guidance service.

## TERTIARY EDUCATION

The term "tertiary education" is to be understood in New Zealand as including all types of education provided in institutions that are open to students who have at least reached the school-leaving age (except those who return to school to further their secondary qualifications). There are four major types of tertiary institutions in the country: Technical institutes, community colleges, universities, and teachers' colleges (to be discussed under Teacher Education). These institutions offer programs of study on a variety of levels, ranging from beginning vocational courses, apprenticeship training, and 3-year full-time diploma courses available in technical institutes and community colleges, to research programs leading to doctoral degrees in the universities. Entrance requirements for these programs vary considerably.

Since technical education in general is considered to be part of the tertiary educational sector, the tertiary heading includes technical courses that are taught in secondary schools but that are open to school leavers of 15 years or over who are not enrolled in a regular program of secondary studies. Hence, the identification of a particular course or program as "tertiary" is often dependent upon the administrative heading under which it falls rather than upon its educational level, academic nature, or level of difficulty.

The Standing Committee on Relationships in Tertiary Education is a national body that considers which type of tertiary institution is the proper location for various types of courses. The Committee also serves as a vehicle for liaison among the different types of tertiary institutions in the country.

### Technical Institutes and Community Colleges

Prior to 1945, technical and vocational education was carried out in technical high schools, the first of which was established in 1905 under the provisions of the Manual and Technical Instruction Act of 1902. Since 1945, however, technical training has been gradually transferred out of the secondary schools into tertiary institutions or the technical secondary schools have been converted into tertiary-level technical institutes. Hence, there are no longer any technical high schools as such in New Zealand.

Technical and vocational education is under the overall control of the Department of Education. It is presently provided by 13 technical institutes, the Technical Correspondance Institute, 3 community colleges, and 4 senior technical divisions attached to secondary schools in Gisborne, Tauranga, Wanganui, and Timaru. One of the important implications of raising technical education to the tertiary level has been that many technical students may thereby qualify for tertiary study grants.

The technical institutes and their locations are as follows:

| | |
|---|---|
| Auckland Technical Institute | Auckland |
| Carrington Technical Institute | Auckland |
| Central Institute of Technology | Upper Hutt (Wellington) |
| Christchurch Technical Institute | Christchurch |
| Manukau Technical Institute | Auckland |
| Nelson Polytechnic | Nelson |
| Otago Polytechnic | Dunedin |
| Palmerston North Technical Institute | Palmerston North |
| Petone Technical Institute | Petone |
| Southland Polytechnic | Invercargill |
| Taranaki Polytechnic | New Plymouth |
| Waikato Technical Institute | Hamilton |
| Wellington Polytechnic | Wellington |

The community colleges and their locations are as follows:

| | |
|---|---|
| Hawkes Bay Community College | Napier/Hastings |
| Northland Community College | Whangarei |
| Rotorua Community College | Rotorua |

*Functions.*—The Education Act of 1964 defines a technical institute as "an educational institution providing continuing education and related advisory guidance services." For the purpose of defining a community college, the phrase "and other educational services designed to meet the particular circumstances of the local community" is added.

Both technical institutes and community colleges are administered according to the Technical Institute Regulations. The functions of community colleges are similar to those of a regional technical institute except that staffing is provided in community colleges to promote a variety of community education projects. Most regional institutes offer community education as well as courses more directly related to specific vocations. In both technical institutes and community colleges, about 80 percent of the teaching is in the area of direct vocational education.

*Courses and certification.*—Technical institutes and community colleges are non-degree-granting institutions that offer a variety of vocational and nonvocational courses to students who have completed at least 2 years of secondary education (through form 4), although certain programs may have additional entrance requirements.

The instruction provided by technical institutes ranges from apprentice training in practically all the usual trades to diploma and certificate work for technicians and in certain fields to university-level work. Courses are of various kinds, including full-time courses in such subjects as pharmacy, health sciences, industrial design, commerce, and home science. Courses not directly related to vocational training include volunteer social work, child development, music, art, Maori language and culture, and English as a second language. There are also block courses of from 1 to 4 weeks offered annually at both technician and trade levels.

Apprentices in practically all trades are obliged to spend at least 3 years in vocational part-time studies.

Although technical institutes and community colleges award their own certificates in some areas, most of the teaching is directed toward examinations in skills at Trade Certificate level administered by the New Zealand Trades Certification Board (TCB) or to examinations administered by the New Zealand Authority for Advanced Vocational Awards (AAVA). TCB and AAVA have similar but not identical functions. TCB prescribes the training requirements for apprenticeships and works closely with 37 apprenticeship committees at the national level. It also examines in those trades where formal assessment applies (i.e., in most trades). It conducts two qualifying examinations, the Trade Certificate examinations for apprenticeship, and usually an Advanced Trade Certificate examination taken sometime after the second year of appren-

ticeship. Wage bonuses are paid to successful candidates. AAVA prescribes and examines toward the New Zealand Certificate at technician level in 40 subjects (e.g., engineering, science, and architecture).

*Administration and funding.*—Although technical institutes and community colleges are subject to the general oversight of the Department of Education, each institution has an independent governing council responsible for hiring staff, for stewardship of the allotted funds, and for daily administration. This council is elected from representatives of industry and commerce, trade unions, employers organizations, and local bodies.

New courses are approved by the Department of Education, and the number of courses approved each year depends upon staffing levels set by the Government in light of the country's overall manpower needs. A staffing budget is allocated to each institute, and within this budget the institute sets its priorities for courses it wishes to establish or continue.

Institutes and community colleges are financed from funds voted by the central Government and apportioned through the Department of Education according to a formula based on student hours taught. (A student hour is 1 hour spent by one student actively being taught or supervised by one tutor.)

*The Vocational Training Council.*—In 1969 the Vocational Training Council (VTC), a statutory body, began to function. It represents the Departments of Labour and Education, employer and employee organizations, and the state services and examining bodies. VTC is wholly funded by the state. Under its aegis are 27 Industry Training Boards (e.g., for meat, dairy, agriculture, shipping, building, engineering, and local government) largely state funded but with some industry input. Each board through its executive training officers identifies training needs and promotes training provision at all levels in the industry primarily through liaison with training institutions, especially technical institutes. While this system is relatively new, it is developing rapidly and very effectively.

*The New Zealand Technical Correspondence Institute.*—Established in 1946, the New Zealand Technical Correspondence Institute is the oldest technical institute. It provides courses at apprentice and technician level for students in all parts of New Zealand who have been unable to gain entrance to local educational institutions or who for some other adequate reason cannot attend technical classes. Students are enrolled from all parts of the country. In 1978, there were over 26,000 students and a staff of about 400 tutors and over 100 administrative personnel. Students take national examinations in the apprentice and technician fields and on passing receive diplomas and certificates like those received from other technical institutes. The study course is based essentially on the day-to-day work experience of the student and supplemented by a tutorial service from the teachers at the Institute that builds up a firm background of theoretical knowledge. For apprentices, the elements of practical work that are more specialized than those found in the average workshop are conducted at the nearest large technical institute or at the Central Institute of Technology. To attend those courses, apprentices are released by their employers and are boarded at hostels provided by the Department of Labour.

## Universities

The federated University of New Zealand was dissolved in 1961, and each of the four constituent Colleges, in Auckland, Wellington, Christchurch, and Dunedin, became independent universities. Two new universities, Waikato and Massey, were established by separate Acts of the House of Representatives in 1963, at Hamilton and Palmerston North, respectively. Table 3 lists the universities with their location, faculties or schools, and enrollments for 1976.

The basic admission requirement for first degrees at all universities is the University Entrance qualification (discussed earlier). Certain specialized schools and professional faculties have additional admission requirements, and admission to study for higher degrees beyond the first is at the discretion of the university concerned and the appropriate school or faculty. Students over 21 years of age who lack entrance qualifications can be granted provisional admission to a limited course of study, during which they are given the opportunity to demonstrate their suitability for university work.

The corporate identity of each university is vested in a Council composed primarily of persons not otherwise associated with the university. The Council is the supreme governing body of the institution. Each university also has a Professerial Board or, in the case of the University of Otago in Dunedin, a Senate, which reports to the Council and is responsible for academic activities. A Chancellor is the honorary head of each university, while a Vice Chancellor is the chief academic and executive officer. Each university is divided into faculties or schools, which are further divided into departments.

From the mid–1920's until the early 1970's, teaching for undergraduate degrees was organized on a "unit" system. Under this system, courses in particular

**Table 3.—Universities, with location, faculties or schools, and enrollments: 1977**

| Institution | Location | Faculties/schools | Enrollments [1] |
|---|---|---|---|
| Massey University | Palmerston North | Agricultural and horticultural sciences, business and administration, education, food science and biotechnology, graduate studies, humanities, social sciences, veterinary science. | 9, 721 |
| University of Auckland | Auckland | Architecture and town planning, arts, commerce, engineering, fine arts, law, medicine and human biology, music, science. | 10, 862 |
| University of Canterbury | Christchurch | Arts, commerce, engineering, forestry, law, music and fine arts, science. | 7, 516 |
| University of Otago | Dunedin | Arts and music, commerce, dentistry, home science, law, medicine, physical education, science, theology. | 7, 010 |
| University of Waikato | Hamilton | Education, humanities, management studies, science, social sciences. | 3, 787 |
| Victoria University of Wellington | Wellington | Architecture, arts, commerce and administration, languages and literature, law, science. | 7, 332 |

[1] Figures derived from *New Zealand Official Yearbook 1978*. Wellington: Department of Statistics, 1979. P. 189.

subjects were grouped together in stages, each of which represented a year's work in a single subject. Each unit consisted of two or more courses, called "papers," and students were given composite grades for the whole unit, computed by combining their grades for the separate courses. This system was never used by the University of Waikato. With the exception of the University of Otago, all the other universities have now moved away from the unit grading system, though the terminology of "units" and "stages" is still often used to indicate the level of undergraduate courses.

All the universities make some provision for undergraduate students who are unable to attend lectures because they live too far from the university. Such students can be enrolled "extramurally," and they usually study by correspondence. Primary responsibility for university-level extramural courses has been given to Massey University. Of the 5,583 university students enrolled in 1976 for extramural studies, 5,118 were taking courses operated by Massey.[23]

The basic first degree is the ordinary or "pass" bachelor's degree, conferred after a minimum of 3 years of study. Honors bachelor's degrees require at least 4 years of study. Many graduate programs require an honors degree for admission or its equivalent in the form of an ordinary B.A. degree plus a 1-year graduate diploma.

[23] Department of Education. *Educational Statistics of New Zealand, 1977*. Wellington: Department of Education, n.d. P. 65.

All the universities offer a wide range of master's and doctor's degrees in all fields. Numerous diplomas and certificates, both general and specialized and at both undergraduate and graduate levels, are also available at each university. Degrees above the first are normally conferred on the basis of supervised study and research and do not include further course work. The minimum time required to obtain a master's degree is 2 years beyond the pass bachelor's level, or 1 year beyond the honors bachelor's degree or the graduate diploma. While requirements vary somewhat from one university to another, Ph. D. degrees require a minimum of from 2 to 2½ additional years of independent study and research. Many students find that they need from 1 to 3 years beyond these minimum requirements to complete their research, however.

Undergraduate degrees in engineering offered at Auckland and Canterbury Universities require 4 years of study, as do the Bachelor of Physical Education and the Bachelor of Home Science degrees offered at the University of Otago. University schools of Commerce (Business) offer the Bachelor of Commerce (B. Com.) degree on completion of a 3-year program. Three- and 4-year theology programs may be pursued at the University of Otago. Various undergraduate degrees in agricultural and veterinary sciences offered by Lincoln College and Massey University require either 3 or 4 years of study. Law degrees (L.L.B.), which are offered at the undergraduate level, normally require 4 years. The first degree in medicine, the M.B., Ch.B. (Bachelor of Medicine, Bachelor of Surgery), which is also

offered at the undergraduate level in New Zealand, requires 6 years of study and practical experience. The Dental School at the University of Otago offers a 5-year program leading to the Bachelor of Dental Science degree.

### Other Tertiary Institutions

Three-year courses of training for nurses are offered by schools of nursing operated by hospital authorities under the general jurisdiction of the Department of Health. Recently, however, training programs for nurses have been instituted in several technical institutes, and plans indicate that all nursing programs may ultimately be transferred to the technical institutes. The present minimum entry requirement for most of these programs is the School Certificate, although in practice University Entrance has almost always been required for several years. Mature students without the School Certificate may be considered, depending upon their background. The New Zealand School of Physiotherapy in Dunedin is now under the control of the Otago Polytechnic Institute, and together with Auckland Technical Institute offers a 3-year course to candidates who must possess University Entrance to qualify for admission.

## TEACHER EDUCATION

The training of teachers is the responsibility of the Department of Education, which operates the following teachers colleges: Auckland, Auckland Secondary, Christchurch, Dunedin, Hamilton, North Shore (Auckland), Palmerston North, and Wellington. All except Auckland Secondary Teachers College offer training programs for kindergarten and primary teachers. Secondary training is available at Auckland Secondary, Christchurch, Dunedin, and Hamilton Colleges, with outpost centers at Rotorua, Napier, Palmerston North, Hutt Valley, and Invercargill.

There is also a Catholic training college in Auckland—Loreto Hall—that is recognized as equivalent to state colleges in the courses it offers for primary teachers. Students are paid by the Department the same allowances that apply in state colleges.

### Preschool Teachers

A 2-year training program for kindergarten teachers is provided in the primary training colleges. Admission requirements (the Sixth Form Certificate) and selection procedures are the same as for the primary training courses and the course of study is similar to the primary course (described later), with special emphasis placed upon early childhood education. On completion of their course, students receive a Teachers College Diploma, as well as the New Zealand Free Kindergarten Union Teachers Diploma. These students are normally bonded to the Department of Education for a 2-year teaching period.

Playcenter supervisors are trained in part-time programs operated by the Playcenter Associations.

### Primary Teachers

Students wishing to enter the 3-year primary teacher-training course must possess the Sixth Form Certificate, although many have University Entrance as well. They pursue a course of study consisting of English, Professional Studies, and Selected Studies. Professional Studies include educational theory and psychology, curriculum studies, and teaching practice. Selected Studies are elective courses taken as part of the student's general education. In addition to the 3-year program, there is a 1-year course in teaching available to students who have completed all or most of a university first degree. Many students undergoing primary teacher training also attend courses at the universities.

Selected teachers college students may be awarded studentships, entitling them to pursue a combined program of studies in both their teachers college and a university. Studentships enable students to complete a full university first degree and to acquire a teaching qualification as well. Studentships normally involve the student in 4 years of supported study, with the result that the period of bonded service is increased by 1 year beyond the usual 3.

Students are selected for primary training by interview committees made up of representatives of the individual teachers college, the local education board, teachers, and the Department of Education. Upon completing their course, students are awarded a Teachers College Diploma and normally are appointed to a state primary school for 1 year as a probationary assistant teacher. In the course of this year, the new teacher is viewed by school inspectors and, if considered acceptable, is awarded a Trained Teachers

Certificate at the end of the probationary year. Another appointment to a state school for 2 years usually follows, which completes the remainder of the bonded service. First-year teachers who are not considered acceptable may be appointed to a further probationary year.

While many teachers college students also take university courses, until recently the universities have not been formally involved in training primary teachers. Programs of study leading to Bachelor of Education degrees for primary teachers have now been instituted at Massey, Waikato, and Otago Universities, however, and are awarded upon completion of a 4-year course of combined studies in the university and an associated teachers college.

### Secondary Teachers

There are two main patterns of training for secondary school teachers. The first is a 3-year teachers college course of professional studies coupled with academic courses at a university for students who possess the University Entrance qualification. This pattern leads to the Diploma in Teaching after completion of 1 year's successful teaching at a state secondary school. The second pattern consists of a 1-year teachers college course of professional studies for selected students who already have completed a university degree.

Selected students intending to pursue the second pattern may receive financial support from Secondary Teacher Studentships. To receive these, they must commit themselves, when beginning university study, to a bonded period of secondary teaching in return for financial support while gaining their degrees.

There are also 3-year programs conducted entirely within the Auckland Secondary and the Christchurch Teachers Colleges for specialist teachers of home economics and commercial subjects, and a variety of other specialized programs for individuals already trained in technical or commercial fields who wish to enter secondary teaching.

Selection procedures for secondary training programs are similar to those in the primary programs, consisting of interviews by committees made up of individuals representing groups with an interest in secondary education.

### Inservice Education

Primary and secondary teachers who wish to acquire a further qualification may work toward advanced diplomas conferred by the Department of Education through the Advanced Studies for Teachers Unit of the Correspondence School. These diplomas may be gained through combinations of university study, correspondence courses, and experience. The Department also operates two residential centers, in Auckland and Christchurch, where inservice courses for teachers are held. Scholarships are available from the Department for some teachers who wish to complete university degress. Inservice training programs are also offered at a number of recently opened Teachers Centers.

### Technical Institute Teachers

Many teachers in technical institutes (termed "tutors") have qualified in their particular specialty without having received any training as a teacher. To provide this training, a Tutor Training Unit was established at the Central Institute of Technology.

## CONTINUING EDUCATION

The term "continuing education" is used by many people in New Zealand to mean all forms of education available to individuals who have left secondary school on or after reaching the school-leaving age. Under this definition, continuing education would include all tertiary education. The Education Amendment Act of 1974, however, defines "continuing education" more precisely to include all forms of post-compulsory education offered to pupils who have broken their attendance at secondary school after reaching the school-leaving age, but excluding education conducted in universities and teachers colleges.

Since 1974, there has been a marked increase in the number of adults returning to secondary schools to continue or complete their secondary education. There were 70 such students in 1974, while in 1977 they numbered nearly 1,800.[23] In addition to those in secondary schools, more than 10,000 adults were enrolled in Correspondence School courses in 1979.[24]

The National Council of Adult Education was established under the Adult Education Act of 1963 to serve as an advisory and coordinating body in the field of continuing education. The Council publishes the jour-

[23] *Report of the Department of Education for the Period Ended March 31, 1978.* Loc. cit. P. 24.
[24] *Ibid.*, p. 19.

nal *Continuing Education in New Zealand* among its other functions.

Continuing education is provided by a number of other institutions and organizations in addition to secondary and correspondence schools. These include university departments of extension, technical institutes and community colleges, district councils of the Workers' Educational Association, the Countrywomen's Coordinating Committee, and the Continuing Education Unit of Radio New Zealand. Specialized forms of adult education are offered by organizations such as the Federation of New Zealand Parents Centers and the Plunket Society, which advises parents on child care.

## OTHER EDUCATIONAL ORGANIZATIONS

Teachers at all levels of education belong to organizations that concern themselves with matters of interest to the teaching profession and engage in wage and other discussions on behalf of their members. Kindergarten teachers are represented by the Kindergarten Teachers Association, primary and intermediate teachers by the New Zealand Educational Institute, and secondary teachers by the Post-Primary Teachers Association. Teaching staff at the universities may join the Association of University Teachers, lecturing staff at the teachers colleges may belong to the Teachers College Association, and tutors in the technical institutes may join the Association of Teachers in Technical Institutes. Students in each of the different types of tertiary institutions also have their own national organizations.

The New Zealand Council for Educational Research (NZCER) was established in 1934 with the assistance of grants from the Carnegie Corporation. The NZCER has remained an independent organization, although it is largely funded by the New Zealand Government. It carries out research and publishes materials covering a wide field of educational matters.

## RECENT DEVELOPMENTS

An Educational Priorities Conference was planned by the Government in 1971 and begun in 1972. After the national election of 1972, the new Labor Government expanded this conference into an Educational Development Conference that was to enable people throughout the country to discuss the present practice of education in New Zealand and to make recommendations for its improvement. Approximately 60,000 people took part in local meetings around the country in the years 1973–74. Numerous recommendations for change were made in the final conference reports, including increasing the facilities for preschool education, expanding community participation in local schools, and introducing greater flexibility into the school curriculum.

In 1975, a Committee on Secondary Education was established by the Minister of Education to examine the state of secondary education. The report of this committee, *Towards Partnership* (released in 1976), recommends broadening the aims of secondary schooling, increasing school autonomy, and integrating secondary schools more closely into their communities.

The first integration agreement to be entered into by the Department of Education and a private school under the terms of the Private Schools Conditional Integration Act of 1975 was concluded with Wesley College in November 1976. Negotiations between the Department and the Catholic Education Office for integrating the first of the Roman Catholic school were nearly completed early in 1979. It is expected that most Roman Catholic schools will be integrated shortly.

There has been much public discussion in recent years concerning the related areas of moral, religious, social, and sex education, and a series of national conferences has been held to consider various issues arising in these fields. A Committee on Health and Social Education has been investigating some of these areas, and its report *Growing, Sharing, Learning,* was widely discussed by the public during 1978 and 1979.

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